**Need Identification**

At the turn of the 21st Century, the U.S. Navy recognized a need to improve how its sailors were trained. Training needed to support the educational requirements set forth by the Navy while enabling sailors to meet mission requirements with minimal disruption. As a result, the Integrated Learning Environment (ILE) was created in 2002 as part of an initiative the Revolution in Training (RIT). ILE (n.d.) reports this initiative having sparked the Chief of Naval Operations (CNO) to initiate a working group called the Executive Review of Navy Training (ERNT) in to develop recommendation “to improve training, education, and learning throughout the U.S. Navy.”

ILE (n.d.) lists the ILE implementation goals included the following:

* Defining a baseline of current and future ILE capabilities
* Implementing critical business processes and program management controls for requirements
* Establishing procurement vehicles, life-cycle support, and quality assurance
* Supporting Component Commanders and Fleet Forces by providing the necessary information and tools to execute their training and education requirements
* Ensuring coordination of capabilities and schedules with Sea Warrior initiatives
* Achieving rates of 40% content reuse for initial skills training, and 20% content reuse for specialized skills training
* Driving down the cost of contracts by at least 20%
* Facilitating the development of learning products that are capable of being tailored to the unique needs and learning styles of an individual
* Developing certifiable content standards that are compatible with the latest version of Advanced Distributed Learning (ADL) Sharable Content Object Reference Model (SCORM)
* Assessing current system architecture and design, and implementing an architecture that meets performance objectives for delivering content to the individual learner

The U.S. Air Force has also recognized the need to improve training opportunities for its Airmen. From October 1, 2011 through June 30, 2012, the U.S. Air Force (2012) completed the FY 2012 Career Development Course (CDC) Student Satisfaction Survey which indicated that individuals surveyed believe that this course is helpful and that it helps achieve specific goals required to obtain successful rank upgrade. Although survey results suggest that individual learners prefer traditional method of delivery using textbooks and paper, the course was also offered electronically with little dissatisfaction. The survey also revealed that 73% (p. 14) of individuals surveyed prefer textbook/paper learning over Internet/eLearning, and out of them 83% stated printing was due to “portability for studying while away from the computer” (p. 23).

The Air Force University is an accredited military university that promotes leadership and education to all personnel in the Air Force. Civilians, airmen and officers are educated through in residence or distance learning courses. Each year the Air Force University conducts a student satisfaction survey to determine the effectiveness of their program. The U.S. Air Force also reported that in 2012, 41,670 (p. 3) surveys were sent to personnel who took an Air Force accredited class. From those surveys 7,732 were completed giving an 18.6% return rate (p. 3). The survey showed that 65% of the course work was delivered through internet, 33% through paper, and 2% DVD (p. 10). The survey also showed that 69% of those surveyed would prefer to have instruction through paper, 26% internet, and 5% through DVD (p. 11).

The points made in the Air Force report along with research by Frank and Barzalai (2008), Franklin (2011), and Barkand and Kush (2009) suggest the reason for requesting the needs assessment include the following:

1. To improve students desire to receive instruction through Internet.
2. Improve course delivery through internet to make course content more current through updates.
3. Improve wording of course exam items to make a clear connection to learned course material
4. Implement illustrations/graphics/videos/interactive modules that relate to the subject material and establish a more in depth learning Improve user experience for those accessing course materials on a variety of digital mediums including iPads, Cell phones, PDAs, laptops, and e-readers
5. Reinforce learned materials through web based review games and interactive environments before examinations

**Goal Statement**

By using ubiquitous learning technologies, military personnel will demonstrate the ability to access multimodal, web based learning tools through their service e-learning portal to complete both mandatory and continuing education courses with high regularity for personal and professional development. The Navy’s goal for suicide prevention is to help students recognize and understand suicide risk, along with learning protective factors and how to effectively and successfully intervene.

Task Analysis

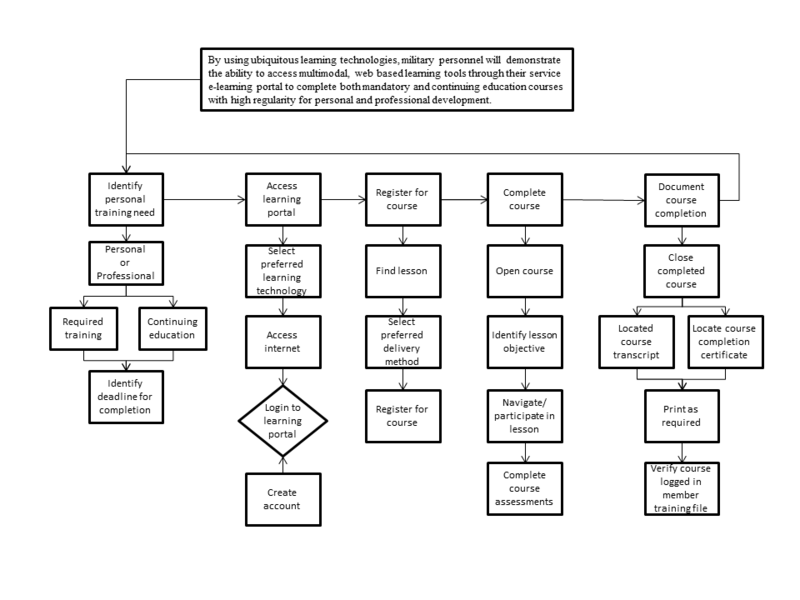


Figure 1: Task Analysis. This figure lists the steps associated with accomplishment of ISD goals.

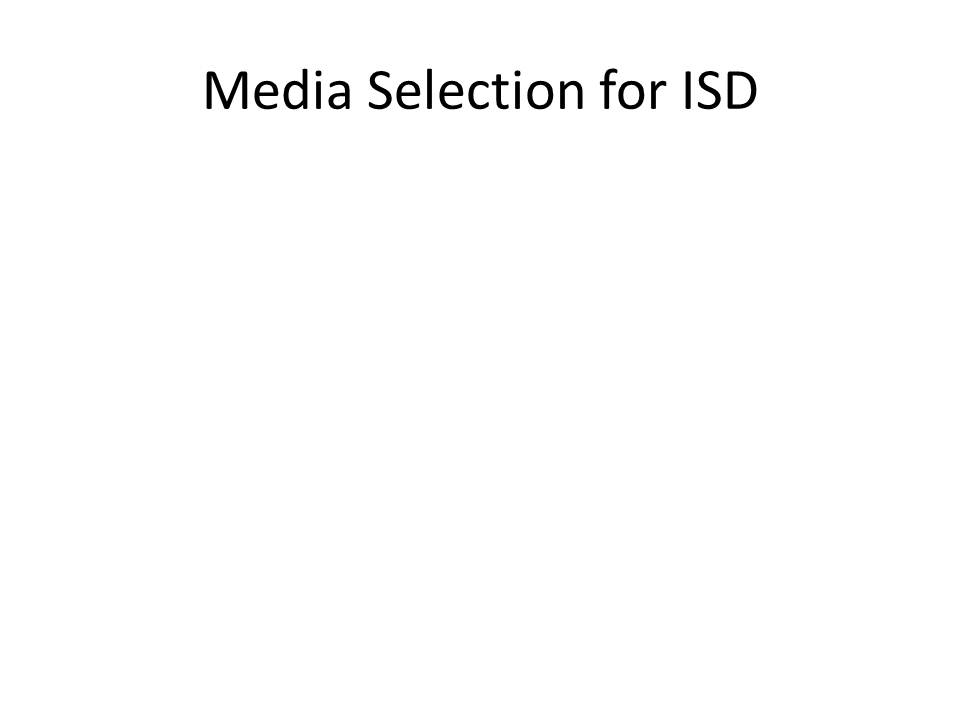
**Learner Analysis**

The general characteristics of the target population consists of individuals over the age of 23, with a minimum of a high school diploma or GED, a minimum of four (4) years active duty military, and assigned to a permanent military installation. Individuals will have graduated from previous basic training or commissioning program, applicable initial specialty school, and will have completed a minimum of three classes of continuing military training. All learners will be required to speak English. However, due to the diverse background of military personnel, English may not be their first language. At a minimum, they will be able to demonstrate baseline knowledge of service specific military history, customs, traditions, and regulations. They will also exhibit basic literacy in the use of ubiquitous learning technologies like computers and mobile devices.

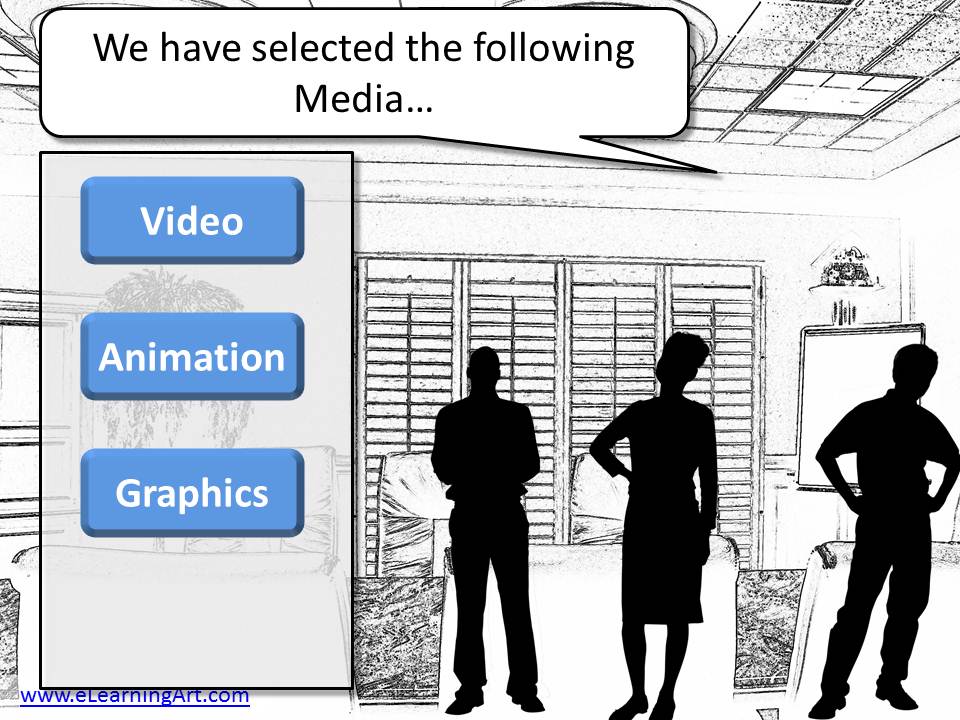
**Learning Context**

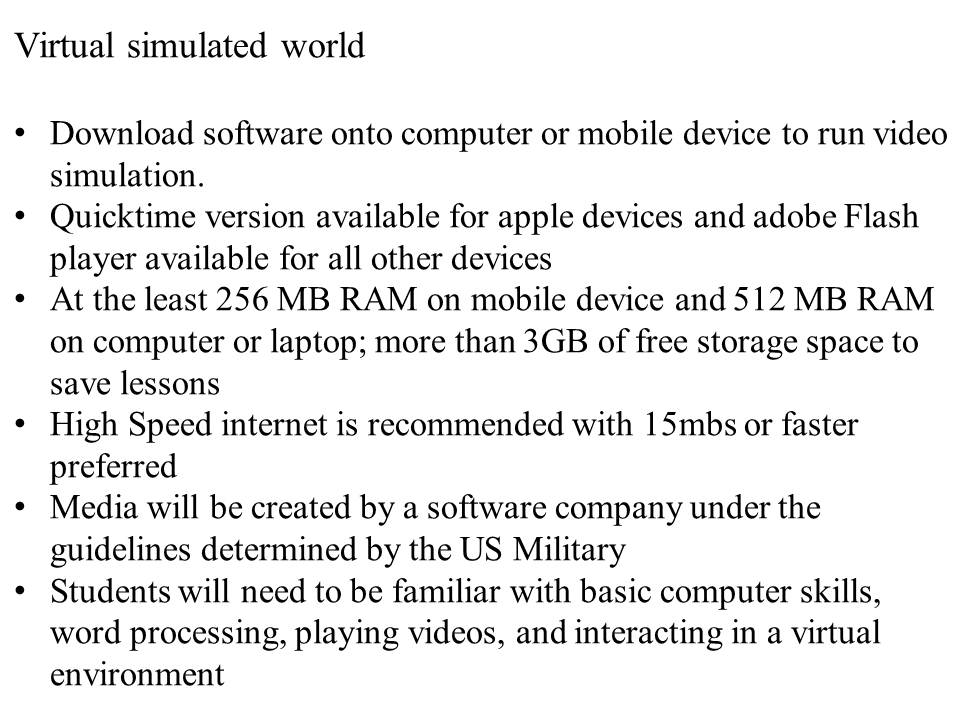
Due to the mobile nature of military deployments and operations, the learning environment requires a variety of delivery methods. Face-to-face, hybrid, and mobile learning offer a wide array of opportunities for learners of all modalities. Since training locations include sites like military bases, ships at sea, and remote deployed locations, a less localized training method is expected. The use of computer based training, teleconferencing, webinars, and virtual learning environments will be needed to provide sufficient learning opportunities to reach a very mobile military force. Training topics range from highly technical and mechanical operations and repairs to extensive administrative and policy related lessons. Subject matter may be unclassified or highly classified requiring special security clearances. For the purposes of this project, unclassified materials and lessons will be the focus.

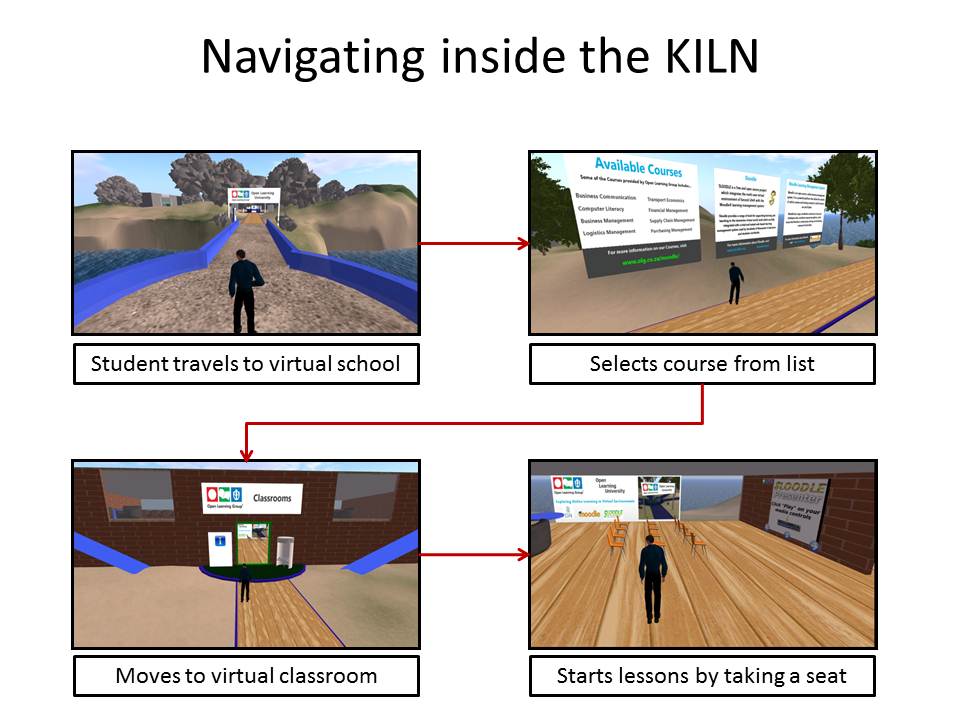
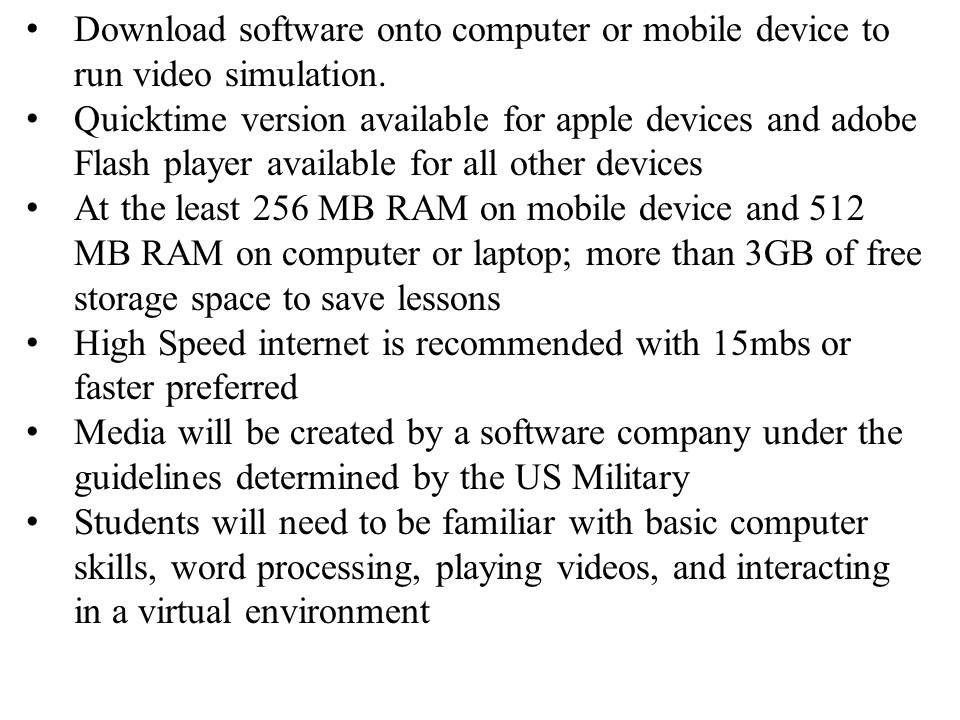
|  |  |  |  |
| --- | --- | --- | --- |
| Component | | Instructional Strategies | General Lesson Examples |
|  | **Orientation** | |  |
| **Overview** | The Military’s goal for suicide prevention is to help students recognize and understand suicide risk, along with learning protective factors and how to effectively and successfully intervene. | | Welcome to the Military’s Suicide Prevention/ Recoginition Class  C:\Users\Michele\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6R50RP27\MC900078740[1].wmf |
| Objectives | 1.0: Military personnel using their branch University Catalog for Academic Year 2012-2013 will identify their course work and determine if it is for continuing education or required training for their military MOS.  1.1 The student using the their branch University Catalog for Academic Year 2012-2013 and a fiscal training calendar for their Military Unit will need to identify the amount of contact hours the course work will take and determine the deadline for accomplishing their course work.  2.0 The student using a secure internet enabled device will need to log into the Military Learning portal and establish a user name and password to create an online account.  3.0 The student will use their online account and branch University Catalog to register for course work.  3.1 The student will choose their preferred method of delivery whether it be paper, internet or a hybrid and then complete course registration and enrollment.  4.0 The student using their course materials will identify the learning objective that must be completed.  4.1 The student using video clips, illustrations, graphics, interactive modules, and notes will navigate through the lesson on an individual basis.  4.2 The student using synchronous technology of chat rooms, instant messaging, Skype, face time, and web conferencing will be given the opportunity to navigate through aspects of the lesson on a socially collective basis.  4.3 Students will participate actively with other classmates and students enrolled in the class by using the asynchronous technology of blackboard, message boards, wiki spaces, and email  5.0 Students will demonstrate competency in each individual learning objective after accessing and interacting with all learning objectives.  5.1 Students will accurately be able to define suicide with accuracy rate of 96 to 100 percent after course completion.  5.2 Students will accurately be able to identify the suicide risk factors with an accuracy rate of 96 to 100 percent after course completion.  5.3 Students will accurately be able to identify the suicide warning signs with an accuracy rate of 96 to 100 percent after course completion  5.4 Students will accurately be able to identify the suicide protective factors with an accuracy rate of 96 to 100 percent after course completion.  5.5 Students will accurately be able to identify the three actions a suicide first responder knows with an accuracy rate of 99 to 100 percent after course completion.  5.6 Students will accurately be able to identify the suicide resources with an accuracy rate of 96 to 100 percent after course completion.  5.7 Students will receive course credit after completion of all course work  5.8 Student will submit their course work towards a higher education degree program, promotion points, training personnel, and personal training file. | | |
| Relevance of instruction to learner | Who knows why we are required to have suicide prevention and recognition training? | | According to Suicide.org Military people are very much unwilling or hesitant “to ask for help when they are depressed because they do not want to be seen as weak.” Untreated depression is the number one cause for suicide. Military personnel need to get to learn to recognize someone who is depressed or suicidal and help make sure that individual receives help. |
| Prior Knowledge | Military personnel are required to be over the age of 23, with a minimum of a high school diploma or GED, four (4) years active duty military, and assigned to a permanent military installation. Individuals will have graduated from previous basic training or commissioning program, applicable initial specialty school, and will have completed a minimum of three (3) classes of continuing military training. All learners will be required to speak and read English. However, due to the diverse background of military personnel, English may not be their first language. At a minimum, they will be able to demonstrate baseline knowledge of service specific military history, customs, traditions, and regulations. They will also exhibit basic literacy in the use of ubiquitous learning technologies like computers and mobile devices. | | |
| Navigation | INSERT SITE | |  |
| **Instruction** | | | |
| Content and Information | **Simulation.** Students will problem solve and role play the first responder and suicidal person based on the case studies provided through software for their preferred electronic device method of delivery. Students will make decisions and learn from successes and failures, which will enable student learning in the mastery of suicide recognition and intervention. | | NEED TO INSERT WEBSITE’S LINKS FOR LESSON |
| Learning Cues/Practices | An animated instructor will explain the purpose of the lesson, and provide an overview of how the lesson will proceed. Students will be educated in the rules, definitions, characteristics and behaviors of a suicidal individual; also the goals for the simulation are explained and practice will be provided. The animated instructor will serve as a guide providing feedback and illuminating errors, and maintaining the rules. The instructor will not tell students what to do or provide direct assistance. | |  |
| Debriefing | The lesson will provide a debriefing aspect of the lesson, and allow time to describe and analyze experiences, make comparisons to real world situations, and relate the experience to the subject they are studying. | | NEED TO Create the debriefing aspect and INSERT WEBSITE’S LINKS FOR DEBRIEFING |
| Measurement | | | |
| Assessments | **Pre-Assessment:** Students will answer an informal multiple choice and true/false test consisting of 10 questions to determine their understanding of the various components of suicide, as well as the roles of the first responder.  **Post-Assessment: Students are required to complete a two (2) part Post Assessment consisting of essay discussion regarding a case-study and multiple choice questions.**  **Post-Assessment: Part I**  Students will write an essay to describe in detail from their selection of one case study, the various components and factors that determine suicide and what should be done or should have been done to prevent it. Essay discussion will include the following:   1. What risk factors for suicide were present in this case study? 2. What suicide warning signs are presented in this case study? 3. Identify the first responders? 4. Identify when first responders intervene, or should have, and how? 5. What did the first responders do right? What did they do wrong?   **Post-Assessment: Part II**  The Post-Assessment Part II will also include nine multiple choice and nine true/false test questions to demonstrate their learning of the various components of suicide, as well as the roles of the first responder. | | NEED TO INSERT WEBSITE’S LINKS FOR **Pre-Assessment**  NEED TO INSERT WEBSITE’S LINKS FOR **Post-Assessment Part I**  NEED TO INSERT WEBSITE’S LINKS FOR **Post-Assessment Part II** |

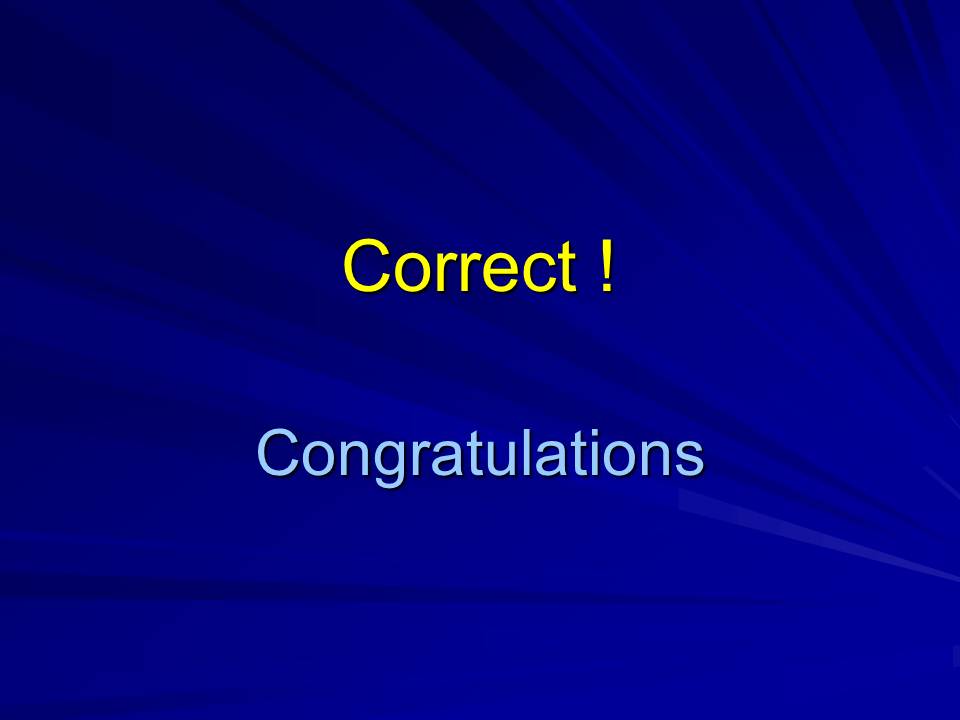
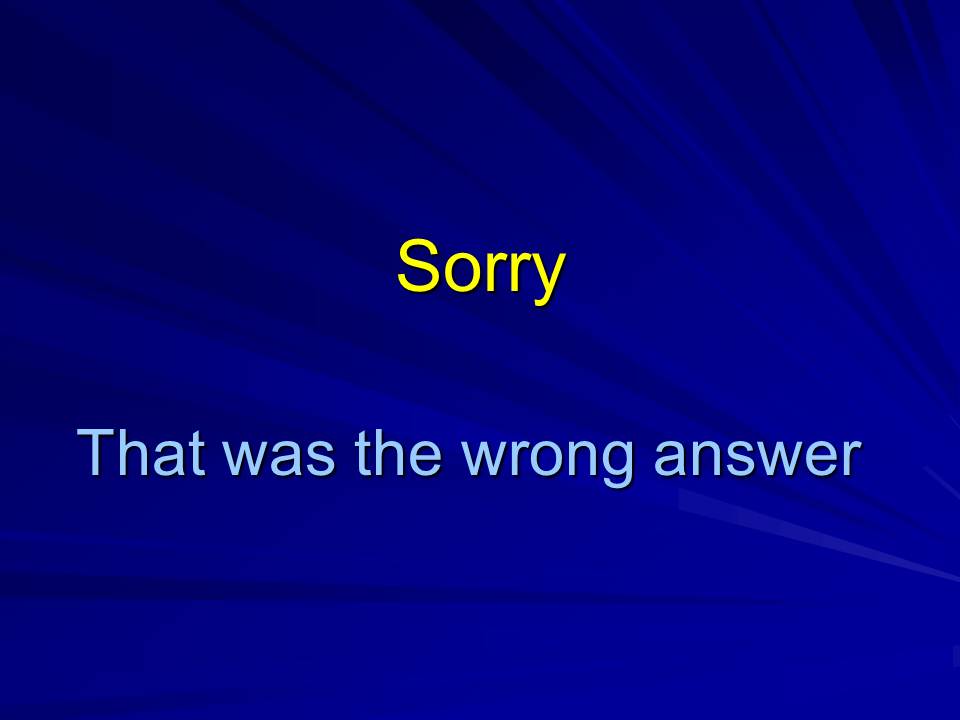
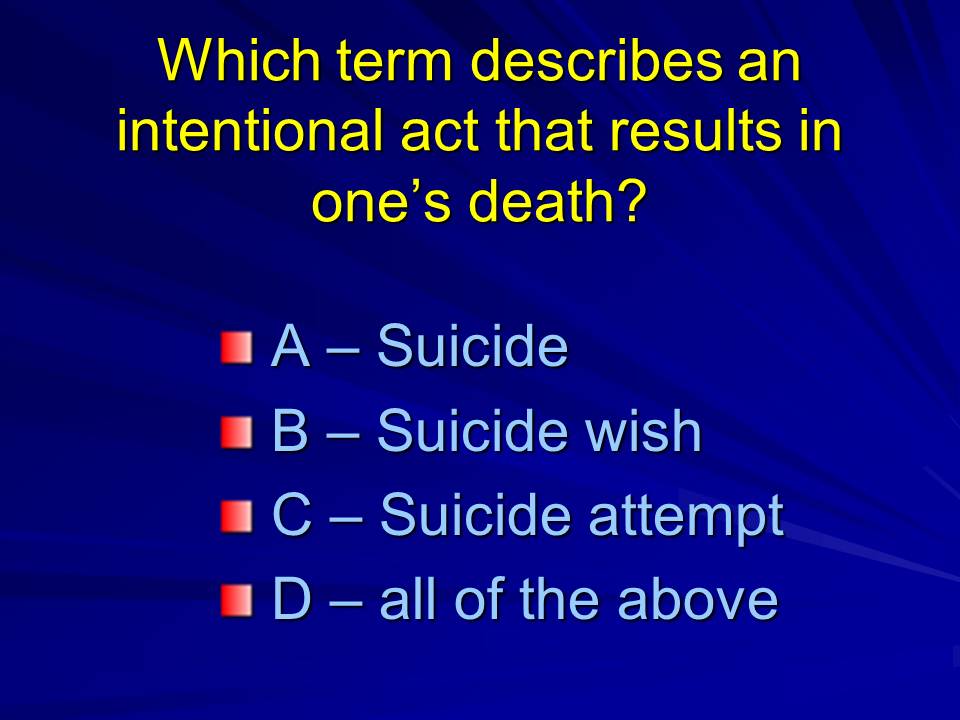
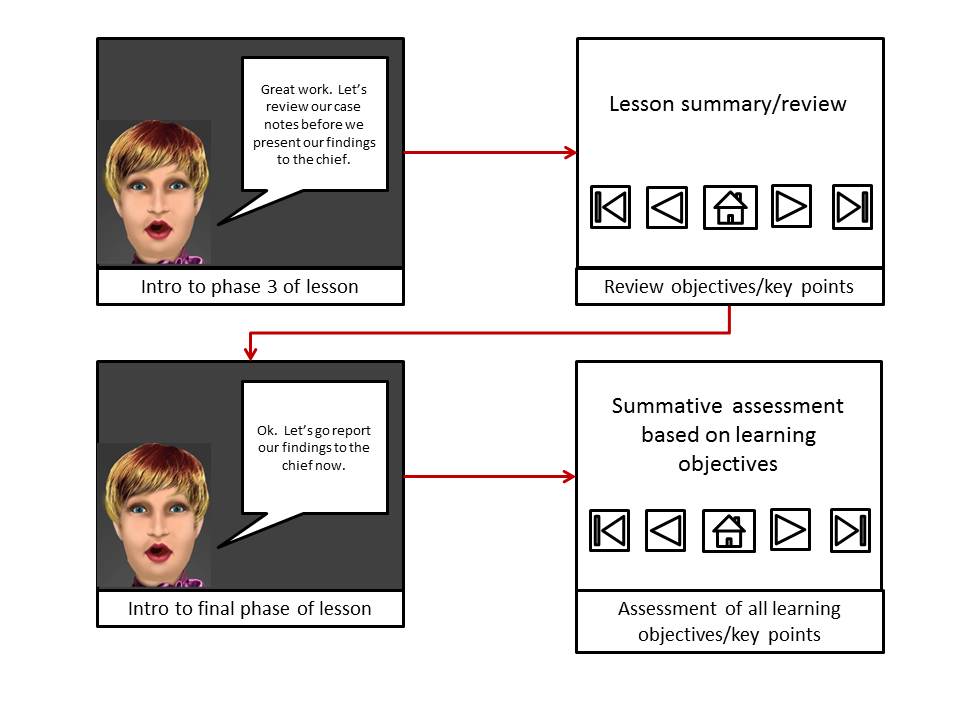
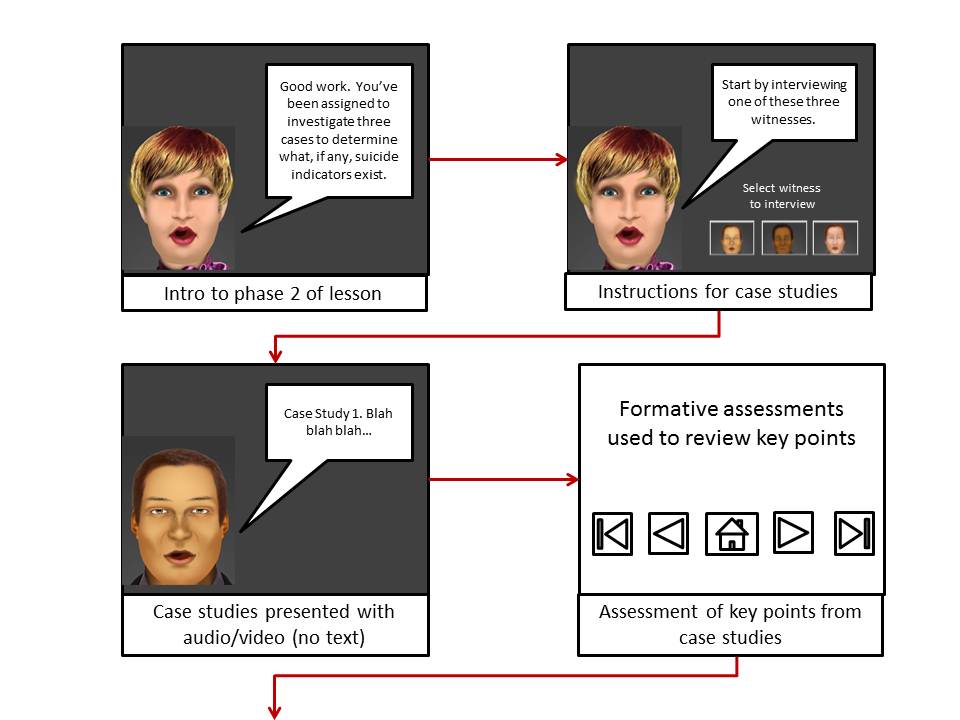
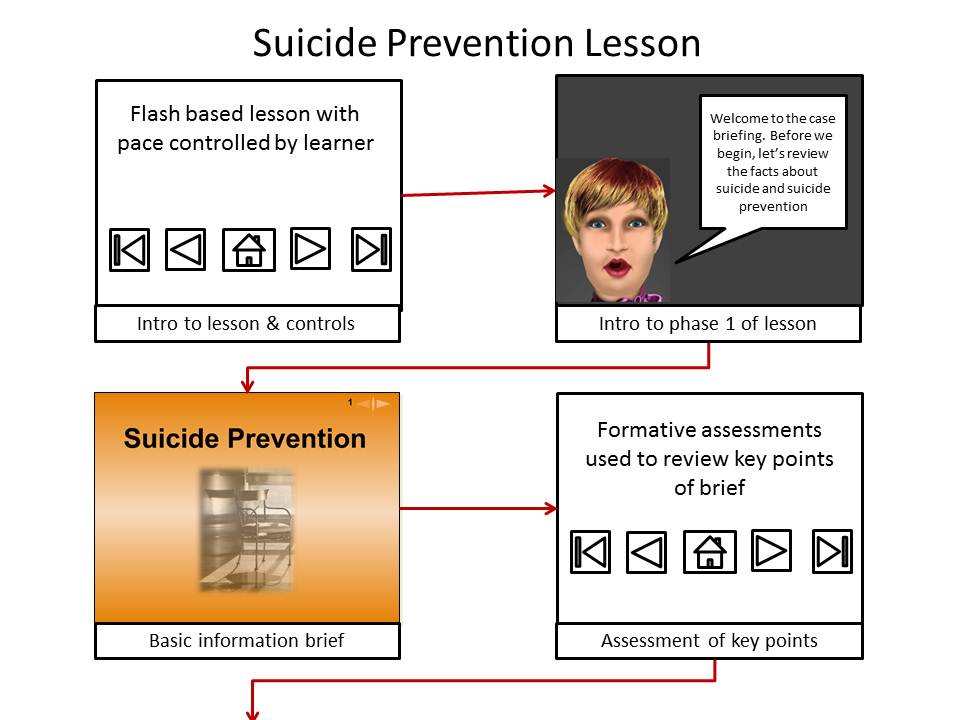


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**Content Delivery:** ****

**Activity: Case Studies**

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